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ABSTRACT

The purpose of this publication is to provide principals with guidelines to be used in the development of functional media center programs. Five elements are required before this goal can be achieved: adequate facilities, well-trained media specialists, appropriate collections, active media programs, and supportive budgets. Accordingly, advice is offered on the roles of the media center, principal, media specialist, and faculty, and guidelines are provided for the media center facility, materials, media program, and media center budget. Also included are the current certification requirements for media staff and an instrument for evaluating staff performance. (TE)

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ADMINISTRATOR'S GUIDE TO THE MEDIA CENTER

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EA 017 537

Charlie G. Williams, State Superintendent
South Carolina Department of Education
Columbia, South Carolina

ADMINISTRATOR'S GUIDE

to the

MEDIA CENTER

Developed by

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State Library/Media Consultants

Charlie G. Williams, State Superintendent
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Columbia, South Carolina

1984

INTRODUCTION

The purpose of this publication is to provide principals with a guide to be used in the development of functional media center programs. Five elements are required before this goal can be achieved: adequate facilities, well-trained media specialists, appropriate collections, active media programs, and supportive budgets. If all of these elements are present, the media programs will flourish and serve the needs of the students and the faculty. It is vital that the long- and short-range goals be established and regular evaluations be made to determine whether or not the goals are being met.

In this era of high technology it is important that the role of the media specialist be kept in proper perspective. The media specialist is not merely a "keeper of the books" or a "keeper of the machines," but a teacher and an essential member of the instructional team. More specialized training is required for the media staff to function well in providing services to both students and teachers. Included in this publication are the current certification requirements and an evaluation instrument to be used for evaluating staff performance.

THE ROLE OF THE MEDIA CENTER IN THE SCHOOL

The **exemplary media center** houses the total **print and non-print collection** for the school. It provides the students with the **tools** for continuous learning and a **program** of guidance in the use of these tools.

To be effective, the media center should be treated not as a separate subject area, but as an **extension of the classroom** and interwoven with all areas of the curriculum. The media center **meets the informational and recreational needs** of both the faculty and the students. All students enrolled in the school (including kindergarten children) have **an equal opportunity** to use the media center and to obtain **materials** for home use.

THE ROLE OF THE PRINCIPAL

The success of the media program depends largely on the principal's understanding and support. Improved programs will result when the principal supports the philosophy of a unified media center and encourages a spirit of cooperation between the media specialists and the faculty in promoting maximum use of the facility.

THE PRINCIPAL....

provides leadership in the development of an exemplary media center in the school.

provides a suitable budget and counsels with the media specialist for a wise expenditure of funds.

allows time for the media specialist **to plan** media activities with the teachers, and includes the media specialist on curriculum study committees.

appoints a faculty library committee to assist the media specialist in planning and evaluating the media program, and interprets the media center to the community in a positive way.

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THE ROLE OF THE MEDIA SPECIALIST

The media specialist is responsible for planning and evaluating the media program. Services of the media specialist include:

1. Providing **a well-balanced collection** of materials and instruction in its use.
   Computer software is included here.

2. Establishing **an efficient management system** for the media center.

3. Preparing a **media center schedule** in cooperation with the principal and the teachers. This schedule allows for the use of the media center by large and small groups and individuals.

4. **Serving on curriculum committees** and attending departmental meetings.

5. **Planning** new or remodeled **facilities.**

6. **Providing in-service** for the faculty on the use of materials or equipment, including the computer.

7. **Meeting with other media specialists** in the district to share ideas and materials.

8. **Becoming a member of the media professional organizations** and attending the meetings.

9. **Planning effective use of aides** and clerical assistants assigned to the media center so that the professional services of the media specialists are utilized to the greatest advantage.

10. **Constantly evaluating and improving the media program.**

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THE ROLE OF THE FACULTY

Media specialists rely heavily on the **expertise of the teachers** regarding the selection of materials for the school's media center, and the **evaluation of the media program.** Teachers also serve on the **faculty library committee** and offer suggestions pointing toward improvement in the administration of the media center.

Teachers **plan units** in consultation with the media specialists and place student work in the media center for display purposes. They **maintain rotating classroom collections** and **participate** in such media programs as the South Carolina Children's Book Award and the Young Adult Book Award.

Teachers **plan** with the media specialists for the cooperative teaching of media skills, including media center usage by small groups and individual students. They **stimulate student interest** in the center by classroom activities and **help to interpret** the role of the media center to the students and the community.

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THE MEDIA CENTER FACILITY

Checklist for the Media Center Facility designed for maximum active use:

The media center **meets the space requirements** in the South Carolina Facilities Planning and Construction Guide.

The reading room is **attractive and student-oriented,** with furniture that may be rearranged easily. Colorful bulletin boards, displays, informal seating, live plants, and realia make the atmosphere warm and inviting.

Perimeter shelving is preferred to counter-type shelving since it provides for more floor space. When free standing shelving is used, it is important that it be low and broken at intervals for easy rearrangement.

Media center **furniture is arranged according to function** in order that numerous activities, such as storytelling, reference, listening and viewing, learning centers, media-production and free reading, may take place simultaneously.

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MATERIALS

To insure that all materials in the media center meet the curricula and recreational needs of the students, the selection of materials is a cooperative effort of the entire school community.

District policies for the selection of materials are followed carefully. Sources listed in the publication List of Sources of Selection: Library Materials for South Carolina Elementary and Secondary Media Centers may be used as a guide in making the selections, or, in the case of non-print materials, personal examination is recommended. Previewing computer software is desirable also.

Both **print and non-print materials** in the media center are cataloged, well-organized, and easily accessible.

Materials, both print and non-print, may be **circulated** for home use.

Classroom collections, **changed frequently,** are beneficial to both students and teachers.

Circulation **statistics** are kept as required by district regulations and the regional accrediting association.

Policies are established for the **weeding** as well as the **selection** of materials to insure that all materials are **up-to-date** and in **good repair.** Policies for the disposition of **withdrawn materials** are included here.

Inter-library loan policies are needed also for the materials which may be shared among the schools within a district or between districts.

It is the goal of the media program to **encourage, rather than penalize,** student use of materials. Therefore, the practice of **charging fines,** which could serve as a **deterrent,** should be discouraged, particularly at the elementary level.

Losses at the secondary level may warrant the installation of a **security system.**

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THE MEDIA PROGRAM

Exemplary **media centers** are the result of continuous **cooperative planning** among the principal, the media specialist and the teachers. Although the media specialist assumes the leadership role in planning and evaluating the media program, **support** from the principal is essential.

Since the media center is not a separate subject area but an integral part of each curricula or area, **regular library schedules should be avoided.** These limit the usage of the center severely and are not in the best interest of the student.

An **open (or informal) schedule** is recommended to insure that all groups, both large and small, and individuals have the opportunity to visit the center as the need arises. Teachers should take advantage of the **"teachable moment"** to encourage media center usage.

Primary children, however, may be scheduled into the center on a regular basis for storytelling sessions, which expose them to good literature.

In order to provide continuity in the teaching of media skills, districts may have **curriculum guides** which have been developed by the media specialists within a district. In districts not having such guides, written plans for the **teaching of skills** are needed at the school level.

The media program provides opportunities for all students enrolled in a school to browse, to discover, and to become **self-sufficient users** of audiovisual materials and programs.

Systematic **evaluation of the media program** will enable the program to grow and meet the needs of the population to be served.

MEDIA CENTER BUDGET

The **principal** ascertains that the amount of the **annual appropriation** for the media center meets the requirements of the Defined Minimum Program (State standards) and those of the regional accrediting association, when applicable.

The principal **advises** the media specialist early in September as to the amount of the allocation for the media center.

He **consults** with the media specialist on the proposed expenditures.

Good bookkeeping practices are set up for the media center.

At the end of the year the principal receives from the media specialist the **annual report,** including an accurate account of all expenditures, and plans for the forthcoming year.

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COMPUTER COMPETENCY

Competencies required by the media specialists in administering the computers could be grouped into the following categories: computer literacy, professional skills, teaching skills, managerial skills, and human qualities.

The media specialist should have access to a computer and have had some experience with it. A basic computer course, including the operation of the computer, how to read the manuals and follow instructions, how to load programs, and how to alter programs, is recommended. Enough technical knowledge to know the capacities of different computers would be helpful also. Some knowledge of computer languages, ie., BASIC or LOGO, is essential.

The media specialist needs to know how to evaluate both software and hardware, how to purchase software, hardware and supplies, how to catalog and house both software and hardware and how to develop a curriculum guide for orientation in computer usage.

Teaching experience would make the training of students, of teachers, and of the staff more easily done.

Managerial ability is essential. Setting goals for the computer program, scheduling for fair usage, and monitoring the usage is equally important.

And above all, certain human qualities are needed--patience, flexibility, having confidence in oneself, and having no fear of the computer.

SUGGESTED REFERENCES

1. American Association of School Librarians. Media Programs District and School. Chicago: The American Library Association, 1975.

2. Case, Robert. Behavioral Requirements Analysis Checklist. Chicago: The American Library Association, 1975.

3. Martin, Betty and Carson, Ben. The Principal's Handbook on the School Library Media Center. New York: Gaylord, 1978. (South Carolina authors)

4. South Carolina Department of Education. Defined Minimum Program for South Carolina School Districts. The Department, 1980.

5. South Carolina Department of Education. List of Sources of Selection: Library Materials for South Carolina Elementary and Secondary Media Centers. The Department, 1984.

6. South Carolina Department of Education. South Carolina Facilities Planning and Construction Guide. The Department, 1983.

SOUTH CAROLINA
MEDIA SPECIALIST
EVALUATION INSTRUMENT

MEDIA SPECIALIST _____

EVALUATOR _____

SCHOOL _____

Mid-Year Evaluation Date _____

End- of- Year Evaluation Date _____

BACKGROUND OF THE INSTRUMENT

This instrument was developed in response to numerous requests from administrators, media specialists and others interested in media services for young people. It has been the result of a cooperative effort between the library/media consultants in the State Department of Education, district media coordinators, members of the South Carolina Association of School Librarians, and students and faculty in the College of Library and Information Science, University of South Carolina.

The instrument was designed to measure the job performance of the media specialist or the basic media professional in a school program.

INSTRUCTIONS

The primary purpose of job performance evaluation is to help the media specialist and his or her evaluator to develop an accurate picture of:

A. What is expected of the media specialist

B. How well the media specialist is meeting these expectations

C. How the media specialist might improve in order to realize these expectations

This instrument may be used alone, as it is, or may be used in conjunction with other planning and evaluation processes. For example, it is suggested that the media specialists develop specific yearly and longer term objectives for the library media program. These should be considered in the evaluation process along with or in relationship to the descriptions included in this instrument. Some districts stress traits evaluation more so than is included in this instrument; these districts may find that by compiling both, a broader and a deeper understanding of the media specialist's job may be obtained.

EVALUATION INSTRUMENT

SCHOOL LIBRARY MEDIA SPECIALIST

Instructions: Rate the following items on a scale of 1-5 as follows:

1. Outstanding
2. Good
3. Needs Improvement
4. Unacceptable
5. Not observed

The School Library Media Specialist:

	Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
I. Develops the school library media program based on systematic planning and evaluation processes.					
A. Conducts formal and informal needs assessments among students;					
B. Conducts formal and informal needs assessments among faculty;					
C. Implements programs based upon measurable objectives, both short- and long-term;					
D. Evaluates the library media program by comparing it to national, regional and State standards;					
E. Conducts evaluation of the library media program on a regular basis;					
F. Solicits input from staff, students, and the community for total program evaluation;					
G. Develops guidelines and procedures for the library media program in cooperation with administration, faculty, students, and parents (in accordance with district policies).					
	1	2	3	4	5

COMMENTS:

	Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
II. Develops and maintains materials and hardware collections:					
A. Follows adopted policies related to selection and evaluation of library materials and equipment (ie., computers, software, books, periodicals, etc.);					
B. Utilizes and consults with established committee when necessary in the process of treating challenged materials;					
C. Utilizes reliable selection tools for materials and equipment;					
D. Includes administrators, teachers, and students in the selection process;					
E. Up-dates collections through selection and weeding;					
F. Provides access to professional materials and information for administration, faculty, and staff.					

COMMENTS:

	Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
III. Promotes the effective use of resources and facilities for a unified library media program:					
A. Provides a unified access source (card catalog, book catalog or other indexing device) for print and non-print materials;					
B. Provides easy accessibility to print and non-print materials;					
C. Provides guidance and instruction, when needed, to teachers and students in the use of all forms of media (print and non-print);					

	Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
D. Utilizes existing space and facilities effectively;					
E. Plans for improvement of facilities when necessary;					
F. Provides areas for a variety of activities;					
G. Maintains an attractive, inviting facility.					

COMMENTS:

IV. Seeks personal and library media program involvement in the total school curriculum:	Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
A. Actively serves on curriculum planning committees (school and departmental);					
B. Actively participates in curriculum implementation (bibliographies, guidance in the use of resources, preparation of learning centers in the library);					
C. Develops programs which meet curricular and interest needs of students.					

COMMENTS:

	Outstanding	Good	Needs Improvement	Unacceptable	Not Observed
V. Interacts with persons in the school community:					
A. Listens and responds to the concerns of others;					
B. Creates an atmosphere that encourages free expression;					
C. Maintains and projects a positive attitude in working situations with administrators, teachers, and students;					
D. Communicates effectively with administrators, teachers, students, and parents.					

COMMENTS:

SUMMARY:

REQUIREMENTS FOR CERTIFICATION AS MEDIA SPECIALIST

NAME _____ CERT NO. _____ DATE _____

			ON FILE	LACKS
A.	Bachelor's Degree			
B.	National Teacher Examinations - A minimum score of 640 on the Media Specialist, Library and Audio-Visual Services Teaching Area Examination.			
C.	General Preparation - 42-45 Semester Hours			
		Semester Hours		
	English	12		
	Biological and Physical Sciences	12		
	Social Studies	12		
	Personal and Community Health	2-3		
	Art and Music (appreciaton or history)	4-6		
D.	Professional Preparation - 18 Semester Hours			
	Child Growth and Development	3		
	Adolescent Growth and Development	3		
	Principles and Practices of Teaching including Curriculum Design	6		
	Practicum in Media Center	6		
E.	Specialized Preparation - 30 Semester Hours			
	Administration and Management of School Media Programs	3		
	Selection and Utilization of Media, Print and Non-Print	6		
	Acquisition and Organization of Print and Non-Print Media	3		
	Information Sources and Services (including reference)	3		
	Graphic and Photographic Media (Audio and Video)	3		
	Electronic Media	3		
	Preventive and Routine Maintenance	3		
	Electives (to be selected from two of the above areas)	6		
		Total Shortage		

SEE REVERSE SIDE FOR SUGGESTED CONTENT TO BE INCLUDED IN EACH AREA

Professional Preparation - The Practicum in Media Center will include experience both in the media center and in the classroom.

Specialized Preparation

Administration and Management of School Media Programs - Function and organization of the school media center and program. Emphasis on philosophy, principles and purposes of media program management, research and evaluation of media programs.

Selection and Utilization of Media, Print, and Non-Print - Development and application of criteria for media selection; utilization of selection tools and bibliographies; evaluation of resource collections; guidance and interpretation to staff, relating media services to instructional program; evaluation of instruction packages and materials.

Acquisition and Organization of Print and Non-Print Media - Sources of materials for school media centers; processes of acquisition and collection building; systems of indexing and organizing collections; classification systems and processes of subject analysis; cataloging.

Information Sources and Services - Information needs in society; interpersonal information exchange; information materials; specialized information services and support agencies, bibliographic control and services; reference materials; interpretation to users.

Graphic and Photographic Media - Design, production, storage and integration of graphic and photographic media (charts, graphs, transparencies, slides, prints, etc.) into the instructional program.

Electronic Media - Design, production, storage and integration of electronic media (video tape, audio tape, recorders, discs, computers, etc.) into the instructional program.

Preventive and Routine Maintenance of Media Equipment - Emphasis of simple repair, problem identification and servicing media equipment.

Electives - Additional work in one of the areas described, with free choice strengthening special needs or interests of the media specialist. School media specialists will find courses in children's literature and young people's literature essential.

NOTE: This worksheet is to be considered advisory only. Requirements are subject to change at the discretion of the State Board of Education.

Promulgated in final form by the State Board of Education on January 16, 1978.

REQUIREMENTS FOR CERTIFICATION AS MEDIA COMMUNICATION SPECIALIST

NAME_____ CERT NO._____ DATE_____

			ON FILE	LACKS
A.	Bachelor's Degree		____	____
B.	Composite National Teacher Examinations score of 1178 on the Common Examinations and the Teaching Area Examination for Librarian-Media Specialist.		____	____
C.	General Preparation - 42-45 Semester Hours	Semester Hours		
	English	12	____	____
	Biological and Physical Sciences	12	____	____
	Social Studies	12	____	____
	Personal and Community Health	2-3	____	____
	Art and Music (appreciation or history)	4-6	____	____
D.	Professional Preparation - 18 Semester Hours			
	Child Growth and Development	3	____	____
	Adolescent Growth and Development	3	____	____
	Principles and Practices of Teaching including Curriculum Design	6	____	____
	Practicum in Media Center	6	____	____
E.	Specialized Preparation - 30 Semester Hours			
	Special Methods of Media Instruction and Instructional Design	3	____	____
	Audio Recording	3	____	____
	Photographic Reproduction	3	____	____
	Cinematography	3	____	____
	Graphics	3	____	____
	Television	3	____	____
	Administration and Management of School Media Programs	3	____	____
	Preventive and Routine Maintenance of Media Equipment	3	____	____
	Electives to be chosen from one of the above areas	6	____	____
		Total Shortage	_____	

SEE REVERSE SIDE FOR SUGGESTED CONTENT TO BE INCLUDED IN EACH AREA

Specialized Preparation

Special Methods of Media Instruction and Design - Utilization of various media formats in the school situation. Introduction to the various technologies. Curriculum development and the role of media in the instructional process.

Audio Recording - Techniques of production, utilization and storage of audio materials. Selection and evaluation of related equipment.

Photographic Reproduction - Production, utilization and storage of prints, slides and other projective media. Selection and evaluation of related equipment.

Graphics - Production, storage and utilization of graphic artwork in media productions and presentations. Selection and evaluation of related equipment.

Television in Education - Production, utilization and storage of television equipment and externally produced materials.

Administration and Management of School Media Programs - Function and organization of the school media center and program. Emphasis on philosophy, principles and purposes of media program management, research and evaluation of media programs.

Preventive and Routine Maintenance of Media Equipment - Emphasis on simple repair, problem identification and servicing media equipment.

Electives - Additional work in one of the areas described, with free choice strengthening special needs or interests of the media specialist.

NOTE 1: A temporary certificate valid for one academic year can be issued, provided that Requirements A, B and E are completely met and at least six semester hours of Requirement D are satisfied.

NOTE 2: This worksheet is to be considered advisory only. Requirements are subject to change at the discretion of the State Board of Education.

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REQUIREMENTS FOR CERTIFICATION AS MEDIA SUPERVISOR

NAME_____ CERT NO._____ DATE_____

	ON FILE	LACKS
A. Master's Degree	____	____
B. Certification as elementary or secondary supervisor.	____	____
C. Valid South Carolina teaching credential with endorsement as a Media Specialist or Media Communication Specialist.	____	____
D. Three years of successful experience as a Media Specialist or Media Communication Specialist in a school media center.	____	____
E. A total of six semester hours of graduate credit in Supervision of School Media Programs and in Research and Evaluation of School Media Programs.	____	____
Total Shortage		_____

SUGGESTED CONTENT TO BE INCLUDED IN EACH AREA

Supervision of School Media Programs - Planning and implementation of staff development program. Selection, evaluation, retention, promotion and dismissal of media personnel. Coordination of district media programs.

Research and Evaluation of School Media Programs - Principles of evaluation design and implementation. Evaluation of services, in terms of basic objectives. Personnel evaluation processes, methods of data collection, analysis and interpretation.

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